JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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Department of Superintendence, Cincinnati, February 22-26, 1925.

TOO MUCH NITROGEN

One of the scientific revelations of the day is the fact that there are vast areas in the United States in which the soil has too much nitrogen, the discovery of which fact has called for some heroic reorganization of agricultural theories that are highly interesting.

Two industrial agricultural conditions called for drastic treatment. Miles and miles of luxurious sugar beets were not marketable because the sugar content was too low. Miles and miles of beautiful orchards on land for which a fabulous price had been paid did not bear marketable fruit. Why? That was the monosyllable hurled at experts in an agricultural college. It did not take long to decide that there was too much nitrogen in the soil.

How did it get there? was a more vexatious question, and experts in various agricultural colleges turned their attention to this vexatious question.

Geologists in one agricultural college tried to explain, but the explanation did not explain. Then the biologists in another agricultural college presented an explanation, which seems to explain. The keynote to the biological explanation is that in some unexpected way the plant roots can and do take nitrogen direct from the air in the soil, and one of the problems is how to reduce the amount of free nitrogen in the soil. This is one of the most interesting studies in agriculture we have met.

It has led us along educational lines, and without claiming to have authority for raising these pedagogical questions we venture to suggest some queries.

Can there be too much scholarship for some brain soil? Is it possible that a passion for scholarship may lead some minds to absorb more scholarship than is wholesome? Is it possible that exposure to scholarship will lead to delectable absorption thereof without intellectual advantage? Is it possible that one may have such a luxurious amount of scholarship that there is no marketable value to the sweetness thereof?

Is it possible that there should be a vigorous, intense study of scholarship relation to the intellectual market value of school and college study?

Is it possible that there is as great a field for unanticipated results in such a study as there was in the study of the problem of too much nitrogen?

Eight states have no limitation to the employment of any one in night work in manufacturing and mercantile establishments, and yet some decent people oppose the Child Labor Amendment to the Constitution.

PLAN FOR A TEACHERS' HOME

The Journal of Education has twice referred recently to the great need of a home for retired teachers, and much interest has been taken in the subject. In November a woman won the $5,000 prize of the Pictorial Review for providing a comfortable and attractive home for artists in New Hampshire. On January 4, 1925, announcement was made of a large gift for a home for aged persons in an Eastern city. Colorado Springs has a commodious and most comfortable Home for the Aged, the gift of one citizen of large wealth. Indeed, most cities now have such homes built and maintained by gifts of citizens.

The requirements are such as to exclude many most deserving persons. This winter we have had occasion to try to secure a place in two Homes for two worthy teachers, and in both cases there were conditions which prevented their admittance. We are satisfied that there is no greater need today than for an appropriate home for retired teachers, men

and women; a home that is not cursed by red tape conditions.

Miss Olive M. Jones, 310 West Ninety-seventh street, New York City, president of the N. E. A., 1924, has issued a "Home Bulletin, No. I." in which she calls attention to the fact that at the Washington meeting of the N. E. A. she was authorized to prepare plans for the establishment of a Home for Retired Teachers. This followed a vote to accept the gift of Marilla Parker of Chicago, which, upon her death, is to be used by the Board of Trustees of the National Education Association as part of a fund for a Retired Teachers' Home.

Miss Jones says:—

"Actors, sailors, Masons, and other groups provide for the old age and for the comfort of retired members of their organizations. Many benefit organizations maintain such homes. Homes for the aged poor have long replaced the old-time almshouse in many localities.

"To few of those homes is the retired teacher eligible. If she has a pension, its amount is too small for the weekly or monthly payments required, or the receipt of a fixed income renders her ineligible for admission to homes that require a sum to be paid in its entirety upon admission.

"The education, experience, and social life of a teacher make the home for the aged poor a harsh return for her years of service, yet the salary of the average teacher does not permit of saving in amounts sufficient to warrant any other home and care in old age.

"Neither is financial need the only, or even the saddest, part of the retired teacher's need. Companionship to prevent loneliness and grief—this is the need the old teacher feels most and says least about. I have seen them living in hotels alone among strangers, no one having any community of interest with them, and many shunning them as tiresome bores. Among people of similar age and with similar experience, as at a Teachers' Home, they would not lack companionship."

Miss Jones further says: "The arrest of a promoter of doubtful schemes recently brought to light the fact that most of his victims had been teachers. Facing old age and loss of position by age limit laws, unprovided for, they had been tempted by promises of huge, quick profits to risk their small savings. In July, after the 1924 Convention ended, I was called upon to assist in procuring burial for an old teacher who had died penniless in the almshouse on Welfare Island, New York. She had been compelled to give up teaching in the days before the New York Retirement Law passed."

Miss Jones further says: "Among my personal acquaintances are several horribly lonely, retired women teachers to whom a few of us give as much attention as our busy lives permit. They have a pension, so that they are in no need of food or clothing or room, but they have outlived all upon whom they might rightfully depend for companionship. Many N. E. A. members have told me of former teachers similarly situated in their own towns.

"In August of 1923 I happened to be present at a meeting where teachers were receiving their assignments for the new school year. I saw two women of over sixty left without contracts. Both had given forty years of satisfactory service. The state has no proper pension law. Both told me that they were without homes or funds, except the charity of uncongenial distant relatives. One had provided for an invalid father and brought up and educated his two children by a second marriage.

"The need of a home in old age is particularly the problem of the unmarried woman teacher. The large majority of men have families and look to the grateful care of sons and daughters. The unmarried woman teacher has no such future hope. In addition her salary has usually been smaller, her opportunities for making 'extra' money have been few, and she often has the support and care of her own parents and aged relatives, being the last one left in the family home."

"That Deserving Case." The first year that we were in charge of the New England Journal of Education we knew of a sad case of a retired woman teacher in Chicago, and under the caption, "That Deserving Case" we were able to have our subscribers provide adequately, yes, generously, for her declining years. We are sure there will be abundant means for Miss Jones to provide ultimately for a Home in the North, a Home in the South, so that retired teachers can live where they will enjoy life in their declining years.

Miss Jones has several schemes, each of which is feasible, some or all of which she will put in action after the meeting of 1925. Here is something in which we can all lend a hand. Let us do it at once and persistently.

Three of the articles in the anniversary issue, by A. W. Clancy, Homer H. Seerley and O. T. Corson, were written some years ago for a special number which did not materialize and they were used in the issue of January 1 without editing for timeliness. We are accountable for any misfits for 1924.

President Ernest De Witt Burton of Chicago University has announced the gift of $1,670,000 by members of the board of trustees toward the $17,000,000 development fund that is being raised. Charles F. Gray has given Chicago real estate valued at $200,000. Professor and Mrs. Frank R. Lillie have given $60,000 for a building to be used for experimental zoology. Professor Lillie is chairman of the department of zoology.

CHICAGO'S LATEST

We quote from a Chicago Tribune editorial of December 29:—

"Superintendent of Schools McAndrew has refused to sign a recommendation which would stop the payment of $600,000 in bonuses which are given eighth grade, manual training and teachers of special subjects as extra compensation. The finance committee in trying to make some economies in the budget wanted to make this saving. The superintendent opposes it. It would be a cut in salary affecting, it is said, about 2,500 teachers.

"This is a rich city and it ought to maintain the principle of adequate compensation for essential public employes. Political waste does not specialize in overpayment of the rank and file of public workers. Political administration generally may not get the same standard of work which would be obtained in private enterprise, but the waste of money generally is in other quarters.

"Police, firemen, teachers, etc., are essential public employes. A rich city should have the policy of employing enough of them and paying adequate salaries. It will go to pieces if it does not have protection and education. Economy is a fine program, but it seldom operates where it would do political administration much harm or the public much good. It does no good when it causes a feeling of discontent and a sense of mistreatment in employes whose work is necessary to the city's welfare, whose work will be done well only if they have a sense of responsibility instead of one of injury.

"The city needs economy, but it can afford to give adequate compensation for the work it must have. If the teachers' bonus for extra work and special requirements were taken away it probably would do an injury. That's human nature and we do not see why the school system should escape it. Mr. McAndrew realizes that and he should be sustained."

Will the teachers give him credit for this championship?

FORD'S HALL OF FAME

Henry Ford has his own "Hall of Fame." The names are chiseled in the stone pillars of the administration building at Dearborn. They include: Darwin, Ampere, Da Vinci, Franklin, Fulton, Bell, Whitney, Wright, Marconi, Edison, Burbank, Kirby, Diesel, Burroughs, Faraday, Otto, Curie, Newton, Galileo, Pasteur and Dunlop.

To have all lessons learned in English is heaven high above merely reading the Constitution of the United States and the Declaration of Independence in English.

PERSONAL AND PROFESSIONAL RECOLLECTIONS

The decision to publish in the issue of February 26 some personal and professional recollections despite a cherished resolve to yield to no such temptation resulted from a combination of influences: An expression of regret and surprise from one of our readers that in the anniversary number of January 1 there was no reference to the part the present editor has had in the direction of the Journal of Education for the past thirty-nine years, or the part the Journal of Education and its editor have had in educational progress in these years. The editor's commencement address at the School of Pedagogy, New York University, thirty-three years ago and the vision or prophecy three years before Dean James E. Russell came to Teachers College but chiefly because of the plain statement of one friend that there are many readers of the Journal of Education who are entitled to such a personal statement in these columns, since several other papers and magazines are publishing tributes to the "octogenarian."

ANNIVERSARY POEM

The 150th anniversary of the outbreak of the American revolution will be celebrated in Boston, April 19, 1925. Mayor James M. Curley has wisely chosen Denis A. McCarthy, LL.D., to write the occasional poem.

Dr. McCarthy is a native of Ireland, and received his early education from the Irish Christian Brothers. He came to this country in his boyhood, and his remarkable career proves that fine poetic gifts can be developed in spite of great handicaps and without the aid of schools and colleges. He is the author of four volumes of lyrics of singular distinction and purity. The dominating notes of his work are patriotism and good-will. The sweetness, pathos, idealism, and metrical perfection of his songs are not more notable than his rare power as a reader and speaker. His winsome personality, modesty, and the distinguished merit of his writings in prose and verse have given him a position of great influence in the public and literary life of Boston.

The honorary degree of LL.D. was conferred upon him in 1922 by Boston College. He was the poet of the last annual meeting of the Phi Beta Kappa Chapter of Tufts College, and on December 9, 1924, Dr. McCarthy was initiated to the Phi Beta Kappa Chapter of Tufts College. There is no man whose achievements are recorded by this journal with greater satisfaction.

IS IT WELL WITH THE CHILD?

E. F. CARLETON

University of Oregon, Eugene

At least every six weeks some twenty millions or, to be quite exact, 21,373,976 children of the United States carry home from school their report cards and present them proudly or sullenly, according to the marks on their cards, for the inspection and signatures of their parents. Sullen little Billy when questioned as to why he has such a low mark as seventy in reading recorded on his card will reply in somewhat the following manner:—

"Oh, I get bored to death listening to those other kids read, so I study my civics or my arithmetic. If I lose the place in reading, teacher gives me heck, and that is why she marks me so low."

If Billy's father would only take the time some day to visit his son's school during the reading recitation, he might not be so surprised at the answer. He would probably observe that each pupil was being called upon to read aloud a portion of the section assigned for the day's lesson. Some would drone along in a most tiresome way, mispronouncing words, and these would be kept going until the visitor would be lost in amazement at the teacher's patience. Occasionally there would appear one who would seem to enjoy reading, but just as such a pupil would apparently be making some sense of the story, he would be halted suddenly in the middle of a paragraph, and another child would be called upon to continue the reading.

If the father, after making this visit to the school, would repair to the public library and spend the rest of the day examining the modern works on education, he would find that through a system of scientific tests, it has been proved that in every fifth or sixth grade, having an enrollment of thirty pupils, there are children who are unable to read intelligently material belonging to the second grade. He would also discover that in this class there are those who can read easily selections ordinarily assigned to the eighth grade. In fact, if these children were classified by the standard tests in reading, they would be distributed about as follows: Two in the eighth grade, three in the seventh, sixteen in the fifth or sixth, four in the fourth, three in the third, and two in the second. Of course, this would not apply to every class, but an average of large numbers would give such results.

Is it any wonder that Billy is bored to desperation? Billy's brother may be particularly strong in arithmetic. He sits for thirty or forty minutes each day listening to the teacher explain difficult problems to pupils who do not grasp the solutions quickly. The teacher gives him "heck" if he tries to do some work that has a definite appeal for him, so his initiative is crushed; he develops slovenly habits; too often he descends from his plane as one of the brightest pupils in the class to that of the most careless, with grades among the lowest. Dr. L. M. Terman of Stanford University is making an exhaustive and scientific study of the gifted children in the public schools for the purpose of arousing educationalists to the alarming waste in neglecting these children. The findings thus far, as disclosed by Dr. Terman in some of his recent lectures, give assurance that this study will be one of the most valuable contributions of recent years to the problem of education. Yet there are many teachers now who prefer to work with the so-called gifted children, those who test high intellectually, whose heredity and environment are most favorable, to the neglect of the slow and the average. Still others enjoy grouping those children whose mentality is so low that they can be reached only through infinite patience and much manual work, and spending the major portion of the school hours with them to the neglect of the rest of the pupils.

Women were formerly treated much as children are today, but afte. many centuries men have come to realize that it is better for the race to permit each to assume her own responsibility in the social organization. In our school practices, however, we still deny that this new doctrine may hold for the young, and we fail to prepare them adequately for the time when, as an adult, each must stand alone. Affirming that children of the same age must learn the same things in the same way at exactly the same rate is almost equivalent to denying that each child has a soul. True, great improvements have been and are still being made in the manner of grouping these children. Nevertheless, we still cling to the group system, primarily because this has been the organization for the past seventy-five years. The real task of the educators is to build an environment for each individual child that will stimulate the development of his latent abilities. Out of this the average child should emerge with mental faculties so equipped that he will be able to recognize and to grasp his opportunity. The more than average child, instead of being held back and crushed, should come forth with creative energies so aroused that his part in the world's work will be a distinct contribution to the whole. Moreover, it is not asking too much of the school so to train each child that when he takes his place in the great social organization of which he is to become a part, he will

voluntarily identify himself with those movements which make for the betterment of the race.

Unfortunately dreamers and theorists and doctrinaires have in recent years delayed the improvement of our school systems in respect to caring more particularly for the individual, by wholesale condemnation and by picturing an educational Utopia though accomplishing little to bring it about. One of the foremost was Preston Search. He saw clearly the wrongs that were being committed in the name of education: Thirty to forty children of every one hundred in the public schools repeating one year of work before finishing the eighth grade; enough more repeating two or three years to double the cost of education; children like "Billy," so weary with marking time that they were losing the power of mental concentration; boys rebelling in their hearts for being classed as dull or stupid when they only needed more time to solve their problems with accuracy; little ones sentenced to sit like slaves all day on hard benches when their whole beings were crying out for play or manual exercise. His mind filled with these wrongs, Preston Search went before educational gatherings in all parts of the country denouncing the public school system for fostering them, but preaching in a vague sort of a way of ten elements which he would have incorporated in education: "Love of nature, religion, contact with soil, dominion over life, fellowship," and five others equally abstract. Being a forceful and extremely pleasing speaker, he compelled all conservative educators to assume the defensive. They pointed to the lack of definite results of his unhappy experiment at Pueblo and laughed him to scorn. Finding that his strength and abilities were not equal to the gigantic task of reforming the entire school system in a day, or even in a decade, he turned aside to labor in other fields.

Others were searching, however, for some means whereby they could break up the class system, and so there sprang up in different parts of this country, the Batavia system, the North Denver plan, the New Cambridge plan, the Portland, Oregon, six weeks' promotion plan, the Santa Barbara plan, the Dalton laboratory plan, not to mention the countless variations of the "opportunity room."

Each of these has proved more effective than the conventional system with which we are familiar, but each has had some defect that has militated against its general acceptance. Space will not permit an analysis of each of these systems, but a general statement may throw some light upon the difficulties, and help to show at least one essential that a new system must possess. Each plan mentioned has been effective as long as the master mechanic was there to guide the machine. The figure is not a happy one, but the fact is that most of our "systems" soon become machines. What is needed is a machine so perfectly planned that each little lever, and tube, and joint, and journal will do its share of the work no matter if an incompetent driver does occasionally get in the way. The educators of the future will be those who can devise such systems.

Probably the one who is doing more in a truly practical manner to point the way toward giving each child an opportunity equal with his fellows is Carleton W. Washburne, superintendent of the schools of Winnetka, Illinois. Inspired by Preston Search, who as it has been seen dreamed in high idealism of a more perfect training for girls and boys, trained under that vitriolic master, Frederick Burk, who for years while president of the state normal school of San Francisco, struck sledge-hammer blows at those who upheld the weaknesses too apparent in our public schools, Washburne has seemed to discover all of the best elements of the many different attempts that have been made to solve this problem, and to have wrought them into a harmonious whole. Instead of endeavoring to make the children fit the school, he has adapted his schools to meet the individual differences of the children.

From Montessori's vague theory of education, Washburne sifted the verbiage and found four cardinal principles, most important of which is: "Permit the child to stay with a job until he finishes it." The home, the farm, the factory, the busy market place make this a prerequisite of success for every individual. In the school just as the child has brought all of his powers of concentration to bear upon the solution of a certain problem, and too often at the very moment when he is mentally holding all of the lines of attack and sees victory in sight, his forces are dissipated and his careful planning brought to naught by the harsh clang of a class bell. Instead of that feeling of satisfaction which should have been his reward, he goes to the next class with a sense of disappointment, which acts for the balance of the day as an inhibition upon any desire to throw himself whole-heartedly into any new task.

Having had actual experience, Washburne knows at first hand all of the difficulties with which an administrator must contend if he would bring about changes in the methods of learning. There is a certain definiteness at Winnetka, which was totally lacking at Pueblo. Being familiar with his history of education, Washburne has avoided the fatal error of attempting to make over his schools in a day. First, the experiment was tried on one subject of one grade. When it became apparent that the children affected were doing more satisfactory work, were happier, and were becoming more self-reliant, the plan was slightly extended. Day by day, week by week, and month by month, it has grown steadily for five years. The parents, the children and the teachers would not

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now consent to a return to the old ways. Contrast this with the manner of introducing individual instruction into the schools of Dalton, Massachusetts. The record speaks for itself. In "Education on the Dalton Plan," by Miss Helen Parkhurst, chapter four, we read how the Dalton plan should be introduced. In the particular school cited, the teachers were prepared, the necessary changes in equipment and arrangement of rooms were made, and then when the pupils assembled at the beginning of the term, "the principal gave them a simple explanation of the changes that had been made in the organization of their work. They were told that the time tables and the class-bell had been abolished; that henceforth they were free to enter any laboratory quietly without asking permission, and to work there on any subject as long as they desired. The three hours from nine to twelve would now be considered as their own time for the use of which they were individually responsible." In Progressive Education, April, 1924, we learn from Ernest Jackman, principal of the Dalton High School, how the Dalton plan was adopted there four years ago for the forenoon. He says: "While there were evident to the instructors high promises of progress, the conditions natural to *abrupt adjustment aroused resentment* on the part of conservative citizens. It was deemed best in order to secure public support, to *restrict the period still further to two hours of the forenoon.*" (The italics are my own.) Eugene Randolph Smith, president of the Progressive Education Association, expresses this in a word when, speaking of progressive movements in education, he warns against "the convert over night and the enthusiast who would abolish all that is old and welcome all that is new."

In what respect do the schools of Winnetka differ from other schools? What changes have occurred there during the past five years? Is it possible for an administrator to derive anything of value through a study of this school system? Space will permit only a few general statements, the purpose of which will be to show that progress has been made toward correcting the errors of the group system.

First, very definite goals are set in all subjects for each grade, and the pupils know what the goals are toward which they are striving. Can you conceive of a boy running a race if he does not know where he is to stop, or of a carpenter building a house if he knows nothing of the plan? Next, self-instructive material which is self-corrective is furnished each pupil. With this material each child proceeds at his own rate. If he completes his arithmetic before the end of the year, he may proceed to the next grade in that subject or he may use the time to bring up his other subjects. When he has completed a unit of work and believes he is ready for the next assignment, he is handed a test which is diagnostic and complete. He administers this test himself, and if he is not satisfied with his own work, he is given practice material that is self-corrective covering those portions of the work wherein the tests have disclosed his weaknesses. If he is satisfied with the results of his test, he informs his teacher that he is ready for a test covering that unit of work. The teacher then gives him a complete diagnostic test, conducting the test and rating the paper herself. The results must show 100 per cent. efficiency. Eighty per cent., for instance, shows that the pupil lacks 20 per cent. of being able to do all of his work correctly. No marks of excellent, good or fair are used, but when a pupil completes a goal, it is so indicated.

The Winnetka system is apparently based upon the belief that in order for the latent creative abilities to reach their greatest possible fruition, each child must have, in addition to the training so carefully planned and so skilfully given in our conventional schools, greater freedom in environment, opportunity for self-instruction and self-correction, and longer periods of concentration. These essentials may be made possible through individual instruction, and confusion may be avoided, provided very definite goals are set, tests which are complete and diagnostic are given at the completion of each unit of work, plenty of material which is self-instructive and self-corrective is furnished, and enough of socializing work is provided to counteract the loss which comes from a child working alone instead of with a group. At Winnetka one-half of the time is given to social work.

Has the time arrived when there is a necessity for a change from the class system to that of individual instruction? In Frederick Burk's Monograph A he shows that from 30 per cent. to 50 per cent. of the children in our public schools lose from one to three years; that 60 per cent. leave before completing the eighth grade. Analyzing these conditions thoroughly, Burk shows that the inefficiencies of the group system are responsible for the former, and that the discouragements, heretofore pointed out in this paper, will account largely for the latter. In Burk's Monograph C he gives his findings after having kept the exact record of each of 154 pupils working under the individual system for a period of two years and in certain subjects for three years. The record indicates that "in every class of fifty pupils there is one who can do in one month what another pupil will require five months to finish; that the others are very evenly distributed between these two extremes; and that the reasonably slowest makes faster progress than the class in lockstep." Burk found also that there is no such thing as a slow group, an average group, or a fast group; that there is as great a variance among the

members of these so-called groups as between the groups. Of even greater significance is his discovery that there are very few pupils who make progress through successive grades at a continuously rapid rate, few at a continuously medium rate, and fewer still at a continuously slow rate. "The rule is that of constant variation in rate even by the same pupil." Evidence could be added indefinitely, but this is certainly sufficient to challenge the attention of the thoughtful student.

One other question remains: If these things be true, why do not all of our schools adopt at once the individual system? A review of the more important changes touching any great part of the social organization would disclose the fact that, in every instance, years of education of the people affected have been necessary before any modification could be effected that would prove both enduring and beneficial. One illustration must suffice. All are familiar with the old tutor system and the early form of individual instruction, and all will admit that the introduction of the class system was at that time a marked step in advance, yet consider the time element. In 1680 Canon de LaSalle of Rheims originated the plan of teaching in a group instead of individually. About one hundred years later the idea of class instruction had made so little progress that Pestalozzi speaks of it as something new, when "being obliged to instruct the children by myself, I learned the art of teaching a great number together." After another fifty years the class system had spread "rapidly," we are told, until it was being used in a majority of European schools and many of the American schools, although in France in the year 1843 there were still 5,844 primary schools using the individual system. Many were the arguments hurled in that day against the ineffective system then in vogue, among which the following is an interesting example: "The distractions are numerous and wearying; pupils come to inquire a word they can not make out, to complain of a neighbor, to crave leave out, to ask what they are to do next, to show a copy or to cast an account, or beg a sum to work, and so on until the school becomes a place of torment." Yet, in spite of all the reformers, the school for one hundred and fifty years continued a "place of torment," for its system of teaching was of the established order.

To sum up the discussion, it can be asserted with the assurance that a massing of the evidence will bear out the statement, that our schools are doing more effective work than the educational system of any other country. But when this is said, we must not forget the tremendous cost not only of buildings and equipment, but also of life itself. I refer to the thousands of teachers who have given their lives at such low salaries that they have not been able to save enough to keep them from want in their old age. Realizing the great cost, there is a general discontent among educators and the laity, because the methods of instruction have shown less indication of progress than the technique of other professions.

I have attempted to point out in this article one of the possible avenues of progress. Attention has been called to the Winnetka system, because it has apparently done more to develop the initiative of children, without reducing the discipline and orderly work of the school to a chaotic condition, than any other system. It would require several articles the length of this one to analyze the results of the work being done at Winnetka, and to answer satisfactorily the arguments that come to one upon first hearing of the methods being used in this school. I have tried to show, however, that a real scientific experiment is being carried on there, and will add that the experiment is being viewed in all seriousness not only by the progressive educators of this country but also by those of European countries.

One further statement should be made in closing, though it furnishes the text for a discussion as full as this one. If our schools are to keep pace with our civilization, there must be some means devised by which the results of notable educational experiments can be transplanted into our city school systems. Let no administrator think that he can take over in a day the best methods of another school system, especially when these are the results of several years of experimentation, of research, of serious conferences, of many hours of actual labor after school time through these years on the part of all of the teachers of that system. There is only one practicable way by which these discoveries may be made to function in our public schools. Every city should have an educational expert working under the direction of the city superintendent. He should go to these educational laboratories, as the successful surgeon attends his clinics, and make an exhaustive study of the methods at first hand. He should attend conferences where groups of these experts would discuss what they had learned. He should report back to his superintendent all that he had observed to the minutest detail, just as surgeons are sent from our great hospitals to visit the hospitals of Paris and Vienna and bring back their findings to their chief and his associates to the end that they may give a more enlightened service to the people coming under their care. If such a program could be put into effect today, the progress that would be made in our public school systems during the next ten or twenty years would rival that of any other profession or of any other great scientific study. Such a program is bound to come in time. Lest it come too late for those now living to enjoy its benefits, teachers and patrons should use all influence and all energy to speed the day.

RELIGIOUS COMMON SENSE

The new Baptist Theological Seminary, West Washington boulevard, Chicago, Dr. George Wheaton Taft, president, has launched one of the most progressive and promising aspirations for religious service of the times.

For the first time a theological institution has conceived the idea of preparing prospective pastors to adapt religious service to rural communities if they chance to become pastors of churches in rural communities, and to any worshipers in village or city who are interested in country life directly or indirectly.

President George Wheaton Taft and his associates realize that the seminary must prepare future pastors to adapt their preaching and teaching, their influence socially, industrially; and civically more and more to the conditions of their community in the twentieth century. These theological seminary leaders appreciate that church leaders in the future must know where, when and how to do what they do for the people and that what they do is only one of the four requirements for successful service.

When the automobile made possible easy driving ten times ordinary horse travel it necessitated speed limit everywhere and traffic cops, stop-and-go signals and no left turns where traffic was congested. It has been slow work for theological seminaries to appreciate that new speed religious community traffic necessitates wholly new church traffic regulations as to how,. when and where to stress church activities.

President Taft and his associates in the new Baptist Theological Seminary of Chicago realize that they cannot study new traffic rural church rules in "The Old Farmer's Almanac" hence they asked Professor Perry G. Holden of the International Harvester Company's Extension Service, who, more than any other ten men, has specialized in speed functioning in rural life, to come to their theological seminary and put on and put over the first religio-agricultural short course in the world's history.

Professor Holden and his associate specialists taught more than one hundred theological students and the entire theological faculty how to Christianize the farmer's wife's kitchen and the hired man's bedroom; how to Christianize the school life and chore life, amusement life and religious life of country boys and girls.

Professor Holden's work was supplemented by a young Baptist minister who has had great success in two rural communities in Illinois, who impressed upon theological professors as well as students the necessity of making rural people realize that the church is not there in order, primarily, to get contributions for Foreign Missions or rescue work in cities, nor chiefly to be able to make a better showing in church membership in the Baptist State minutes.

They joined Professor Holden in his effort to have the rural church make life in God's great out-of-doors a natural approach to love and service of Him who thought the most appropriate way to interest people in the Kingdom of God here and hereafter was to talk about milk and bread, corn and cattle, sheep and oxen, yokes and plows, orchards and vineyards, the stable and the manger.

THE UNBURIED DEAD

ALFRED OSMOND

Head of the English Department of the Brigham Young University, Provo, Utah.

No fun'ral rites have honored their demise,
But signs and symptoms show that they are dead,
For all the plans and schemes that men devise
Have not disturbed the slumbers of their bed.
Each pair of hands, together with each head,
Have some disease that renders them inert;
But though for many years they have been wed
To death, they stay and claim the right to flirt
With life, avoiding thus the ravages of dirt.

They linger in the halls of our profession,
To desecrate the morals of our creed
And stay the midnight marches of progression
That to the better land of promise lead.
To those who sally forth to toil and bleed
And keep the camp-fires of our freedom burning,
These parasitic lepers give no heed,
And so degrade the noble cause of learning
That death attempts to hide the shame that they are earning.

They join the ranks of those who have been sleeping
While education spread her shining wings
And soared above the mists that have been creeping
Around the lives of these decaying things.
They are the adder's fork that turns and stings
The hand that sheltered it from pending harm.
The bird of hope that in the tree-top sings
Has in its melody more grace and charm
Than all whose baited breath blows bugles of alarm.

Unburied dead, if you have sense of hearing,
I call on you to cross the Great Divide,
Or come to life and banish fits of fearing
And launch your boats upon the rising tide.
If on the waves of progress you would ride,
Arise and listen to the bugle call.
The ocean of our lives is deep and wide,
And though the waves of promise rise and fall,
The stars are in the sky and God is over all.

TWO EXCELLENT JUNIOR HIGH SCHOOLS

JEAN L. GOWDY

A few blocks apart, in one of our large cities, are two junior high schools. The grades in these schools are seventh, eighth, and ninth, the last-named grade corresponding to the first or freshman year of the high school. The pupils finishing the ninth grade enter the sophomore class in the high school of the district in which the junior high schools are situated.

These junior high schools were the first of the kind to be opened in the city, and were established in this part of the city for two reasons: the overcrowding of the regular high school, and because of the overwhelming loss of students during the freshman year. It, therefore, devolved upon the principals and teachers of these two schools to plan such courses of study, and to adopt such methods as would induce the pupils to desire to keep on in school, for after finishing the eighth grade, or at the age of sixteen, a boy or girl may, according to law, leave school. This was a great responsibility and required a most judicious choice of both principals and teachers.

The principals of these two schools are very good friends who have worked together adjusting their problems. They remind me of John Brent and Richard Wade, made famous by Theodore Winthrop's stories. "We were two who thought alike but saw differently, and never quarreled because the shield was to him gold and to me silver," said Wade in one of these stories.

Mr. A is a vigorous, self-assertive man, who is quick in grasping new methods and eager to try them. He is an interesting talker, and what he says is to the point and carries weight. Mr. B is an unassuming, conservative man, weighing well a method before adopting it. He talks little, but makes an impression when he speaks. One instinctively feels confidence in him. It is easy to see how two such men might help each other.

During the four years these schools have been established an entirely different attitude in the boys and girls of this district has been evinced. How has it been brought about? By giving these two men freedom to carry out their ideas, by the character of the men themselves, by heart to heart talks with the pupils in which their confidence was gained through the sympathy, good fellowship and understanding shown in these conferences, and by helping to supply them with what seemed to be their needs.

Much was learned of the particular bent of many of the pupils by their efforts to become members of the "Inventors' Club." No one can become a member of this club until he has invented something. The club work is of great assistance to the teachers in their vocational guidance work.

The regular work in manual training begins with simple, useful articles for the home, broom holders, bread boxes, bread boards, knife boxes, book holders, etc. It, however, soon assumes the nature of a trade. In Mr. A's school the boys are making all the furniture for the rest room. They have also planned, drawn, and constructed a bungalow complete, even to wiring and lighting with electricity. Mr. B's boys have constructed phonographs for the school. They have also completed a doll house which they have furnished and lighted by electricity. This miniature house was constructed to furnish every-day language topics for the conversation lessons in the French class, a very ingenious idea, it seems to me.

A large walnut dining table was one day sent into one of the eighth grade classes by a teacher. It was taken apart, drawings made, and a library table made, for which the teacher says she would not take a hundred dollars. It is certainly a fine piece of work. It is unnecessary to say that this class does not languish for lack of pupils.

In the domestic arts classes most practical work is done. Among the clubs of the school the "Holey Hose" Club is one of the most popular, at least it is one wholly sanctioned by the mothers, for darning has been made a specialty and the stockings of the family are often here made ready for the week-end. Prizes are awarded for the best work done during a semester in this line. The cooking uniforms are made in these classes. The flour sacks from the domestic science classes are here washed, dyed and made into little dresses for children. Goods that are sent in by mothers are also made into garments for the poor. Hemming towels and table and bed linen for the homes is another feature of the work. In one of the buildings a large flag was made for the school. This flag is as perfect as any commercially made flag I have even seen. The only outside work done was the sewing on of the stars.

The linen used in making the drawings in the manual training classes is of very fine quality, and when this class has finished using the drawings they are handed over to the domestic arts classes, where the dressing is removed and dainty handkerchiefs made from it.

Real cafeterias have been established in these schools where the domestic science classes take turns in buying the food, preparing it, and serving lunches to two hundred or more teachers and pupils daily. Great pride is taken in this work. Only the dish washers and potato peelers are hired from outside. I am told that these cafeterias are self-supporting.

Frequently the pupils are allowed to cook for the home, and cake, rolls, etc., are proudly

carried away for home use. During the Christmas vacation one of these girls earned $60 selling cakes that she has learned to make in the school.

Printing has a regular place in the curriculum and both boys and girls have chosen it as a vocation. The printing for the cafeterias, tickets for entertainments, programs, report cards, the class annual, etc., are printed in the school printing office by the pupils.

Many choice selections which Mr. A wishes his pupils to read are printed here and distributed among them.

In his choice of vocation work Mr. B provides a regular course of lectures or talks by the city's most successful business men. These are given in the school auditorium each year. Thus the pupils come in contact with real workers in all industrial and business lines.

Even the delicate matter of teaching how to take part in voting is not shunned. All the details of city, state and national elections are conducted in detail. Regular registration days are held, and no one who has not registered can vote. Pupils who have been in the district less than thirty days are deprived of the privilege of voting. The voting and counting votes are taken very seriously by those in charge.

To my mind one of the best phases of the work of these schools is the "adjustment class" work. All who have for any reason, illness, work or inability to grasp subjects as quickly as the majority of the class, may join this class. Some are behind in but one subject. These would, naturally, become disheartened and discouraged but for this extra and timely help, but with it they are soon competent to join their classes on an equal footing with the others. In all of the studies in which they are fully up to grade they recite with their classes, and so no time is lost.

Now I know you are wondering if only the industrial side of the work is cultivated, and if, after these activities are satisfied, there is any time left for the regular academic work. I have emphasized the industrial side as, in so many cases, it is these activities that keep pupils of this age in school.

When one realizes that a class takes either cooking or sewing during a semester and not both, and that the unit system is in vogue in the manual training classes, the work does not seem so complicated. In fact the academic work is going on as usual. I visited many of these classes and found them doing most efficient work, so efficient, in fact, that I wish to report some of them at a future time.

The junior high schools have proven such a success in this city that several are now under construction in the different senior high school districts.

CARRY ON

ROBERT W. SERVICE

It's easy to fight when every thing's right,
And you're mad with the thrill and the glory.
It's easy to cheer when victory's near,
And wallow in fields that are gory.
It's a different song when everything's wrong,
When you're feeling infernally mortal;
When it's ten against one, and hope there is none,
Buck up, little soldier, and chortle:

Carry on! Carry on!
There isn't much punch in your blow.
You're muddy and bloody, but never you mind.
Carry on! Carry on!
You haven't a ghost of a show.
It's looking like death, but while you've breath,
Carry on, my soul! carry on!

And so in the strife of the battle of life
It's easy to fight when you're winning;
It's easy to slave, and starve and be brave,
When the dawn of success is beginning.
But the man who can meet despair and defeat
With a cheer, there's the man of God's choosing;
The man who can fight to Heaven's own height
Is the man who fights when he is losing.

Carry on! Carry on!
Fight the good fight and true;
Believe in your mission, greet life with a cheer;
There's big work to do, and that's why you are here.
Carry on! Carry on!
Let the world be the better for you;
And at last when you die, let this be your cry:
Carry on, my soul! Carry on!

LATIN IN THE H. H. ROGERS HIGH SCHOOL

R. R. DODGE

Not long ago my principal suggested that a freshman class should demonstrate in a teachers' meeting some of the drills we use daily in Latin. His idea was that such a demonstration might help young teachers who had not had much experience with drills.

As I began to think these drills over, I realized that I used quite a large number of them, and since they are all original I thought possibly other beginning teachers of beginning Latin might get some help from them.

We call these drills tests or quizzes and they are that, too, of course.

Suppose we are just learning the second declension of nouns. The forms are put on the board and explained. The class is told to study two minutes. Do the pupils concentrate? Oh, yes, for they are also made to see that the coming test is really an intelligence test, and no one likes to be considered below par in intelligence. Three-fourths of the class will get at least a passing mark. Two minutes real study in class will bring better results than twenty or thirty minutes of study (?) outside class. This I do not guess at. I have tried it many times. At the close of the two minutes the teacher says: "The noun is amicus, ī, write in Latin of a friend; by, with, from, in a friend; to or for a friend," etc., up to ten forms, giving only as much time for each form as the teacher herself needs. Then the class exchanges papers and checks up as in spelling classes (they do this with surprising accuracy). Then the marks are recorded. Sometimes the cases are given as: genitive singular, nominative plural, accusative singular, etc. Anything done this way is drilled again next day, for with some it is "come easy, go easy." We also have a printed chart where the case endings appear in Latin in columns in all sorts of orders.

Sometimes one pupil points while another recites, telling all possible cases. Each five form recitation drills and rates three pupils, the one who points, for he must not move his pointer till all forms are given, the one who recites, and a third who must tell the proper mark to be recorded, allowing two, of course, for each one right. Meanwhile the class has to listen, for who knows which pupil number three will be? All our declensions are learned and drilled like this.

The conjugations are sometimes drilled in the same way after they are pretty well learned or in the upper classes, but for beginners I have a verb form which by the use of red and blue lines makes the wrong verb stem practically impossible. These forms are put upon the word and we learn the entire verb, active, passive and deponent, before mid-year. Then we drill constantly. Perhaps we "build a Ford car." We have a class foreman. The class forms in line and marches past the frame. The foreman states what kind of a car he wants built by showing sample (as capiebatis), and we build the car by writing the synopsis, each pupil putting in one form in the frame as one puts in one bolt in the Ford. If he leaves out a long mark the foreman says "a bad job," and if he makes a mistake the foreman discharges or more likely "fires" him. If the foreman overlooks mistakes the teacher first warns and then "fires" the foreman. The class thinks this particular stunt is great fun especially if the "boss" gets "fired." They really do it pretty well after a while.

We also have painted frames and do individual synopsis in class. As soon as a pupil gets a sheet correct, he becomes an assistant teacher, and helps correct the other papers. They like to be teachers.

For vocabulary drills we have the words all stamped on cards like the perception cards used in reading in the first grade. A failure to supply at once the proper Latin word with an English derivative, if there is one, when shown the English, means stand up till some other pupil's failure allows a possible credit. After the words are drilled this way we review from slips printed by our printing department. The words are arranged in groups (six in all, containing about 600 words, for the freshman class). These groups are played off in teams of four with a captain, for the class pin. In the spring term we play off yet again with the upper classes for an all star team. When this team plays off, the winner gets a five-dollar gold-piece contributed by the Latin Club.

The gender of nouns, comparison of adjectives and adverbs and the principal parts of verbs are all learned or at least drilled in connection with the vocabularies. We also drill the best pupils in vocabulary by stop-watch speed tests on the different groups. This works pretty well. I rarely see a freshman pupil look up a word. In fact he feels abused if he has to.

The vocabulary drill continues through the entire four years at the rate of ten words per diem. We have in all twelve printed groups, and we drill on them many times. We always give the words the hard way, i.e., from English to Latin.

In the three upper classes we add syntax drills. The chief rules of syntax are tabulated with the grammar in prose book references, and printed by the printing department. One rule is discussed each day (rules for dum, for instance). When a group is finished, an English story is made up and printed. On the printed copy numbers are put by pupils before each word which illus-

trates a rule. Then the story is written in Latin. The brighter pupils get further drill by making up English stories to illustrate the rules.

These are some of our many forms of drill; I trust someone may find some of them a bit of help in teaching a subject somewhat difficult for the easy-going pupils of today.

THE SCHOOLS AND THEIR AIMS

M. H. DUNCAN

Lander, Wyoming

The people have a right to know what the schools are doing for their children. It is well for the people to know, too, that these policies and aims are not solely due to the choice of the superintendent, but they are also the choice of the school boards and have their hearty approval. The public schools are the biggest business in the city, and should be conducted on a business basis.

The man or woman who has not acquired the habits of using good English or of following the laws of conduct accepted by his fellows will be at a great disadvantage in every department of life, and it is for this reason that the public schools are seeking to train the children to speak correctly and to observe those rules of conduct that will make him acceptable to those with whom he may be associated. It is said that refined manners are based on courtesy and kindness, and surely every school owes it to its pupils to teach them to be courteous and kind.

He is a moral man who conforms in his conduct to accepted ideals of his fellows. The public schools are seeking to inculcate in the minds and hearts of the boys and girls the highest ideals of conduct. The attainment of the highest moral ideals is necessary to a complete harmony with one's environment, and the man or woman not in harmony with his or her environment will be both a social and a business misfit. We are seeking to inculcate in every possible way in the minds and hearts of the boys and girls the highest ideals of conduct, not only because such ideals will mean most in developing the best in them, but also because they will mean most to their business and social success.

It is the purpose of the public schools to bring the boys and girls into a direct touch through experience and reading with several of the vocations. Whenever possible the student will be brought into personal contact with vocational activity. He will also be expected to supplement this experimental knowledge with knowledge gained from reading. He will be brought into touch with vividly written accounts that appeal to the imagination and in this manner be made to live through the experiences of the writer in such a way as to make them a part of him. There are many vocations with which the student will not have opportunity to come in personal contact and in such cases he will have to depend upon his reading for a knowledge of them.

So far as it can be done with the facilities at our command we are seeking to develop vocational skill in auto-mechanics, cabinet making, the business branches, agriculture, home economics, and teaching. However, the vocational aims of the schools do not stop with these. We are also seeking to bring the student as much as we can into a direct contact with other vocations represented in the community and to make it easy for him to go from the schoolroom into any line of work he may choose.

We are seeking not merely to develop in the pupil the skill necessary to his success in the vocations, and to making the transition from the schoolroom to the life on the outside of the school, but we are also endeavoring to give each one the vocational knowledge necessary to such skill. The practitioner along any line will be but half successful if he does not know the science upon which his practice is based. In fact the difference between men vocationally is largely a difference in vocational knowledge. The man who knows the scientific side of his vocation will attain heights that the man without such knowledge will never reach.

It is the aim in the public schools not only to give the student the prevocational training, the knowledge of the several vocations necessary to his making a wise choice of them, and the knowledge and skill necessary to his making a success in the one he may choose, but we are also seeking to give him a sympathetic attitude towards the workers in other vocations—not only those of the same level of his own level, but also those above and below. We are seeking to give the breadth of view which brings with it an appreciation of the conditions under which other men and women work. The greatest menace to industry today is the mutual inappreciation of the other man's business and point of view, and the resulting mutual distrust. The laborer does not understand and therefore distrusts the capitalist and the capitalist is equally inappreciative of the viewpoint of the laborer. Both labor and capital must be brought to see that labor and capital are interdependent and that the mutual distrust and constant rumblings of

warfare are alike disastrous to both. There is a great field of labor for the educational forces of the country in creating the breadth of view on the part of both labor and capital that will ultimately bring together all the vocational influences of the country, and the Lander public schools are seeking to do their part to this end.

Vocational training is the foundation of the home and its life, of the state and the different phases of its political, social and industrial life, and without it there could be no leisure time. Men and women do not rise either socially or personally until they have acquired the vocational skill necessary to providing for their needs and giving them time for recreation and self-improvement. It is useless to talk to men and women about the higher things in life—about culture and refinement, about art, literature and philosophy, until they are able to provide themselves with wholesome food, warm clothing, and convenient shelter, and in addition to these, with the leisure time to devote to such things. It is mere mockery to give the boys and girls in the schools a taste of the higher things of life, and then turn them loose without the vocational training necessary to the attainment of such things.

The future citizen should have an intimate acquaintance with the social, political, and industrial problems of the country. It is the aim of the public schools to give each one of its students such acquaintance. We are seeking not merely to give the student the knowledge necessary to the full performance of his duties as a citizen, but also to inculcate those ideals and attitudes that will make him willing to devote a part of his time to the performance of such duties. Such training will not end with mere knowledge, but so far as it can be done, it will include actual participation in the life of the community. When actual participation in such life is not possible, the next best substitute will be resorted to, and the student will be brought into touch with vivid and well written accounts of the social, political, and industrial life of the country.

As the home so the people and as the people so the state and its institutions. While it is true that very many of the home-making experiences will be gained by personal contact with home life and activities, in many cases such life and activities do not approach the proper standards, and it becomes necessary to supplement them with instructions in the schools. Even in the best homes there are many conditions that may be improved, and a wide sphere is thus afforded the work of the schools. It is our aim to lead the student to master the science of home making and to help him to make a practical application of such science in his every-day life in the home.

The architecture of the home, its equipment, its management, food and its preparation, clothing, and the care and culture of children are also subjects in which we are seeking to give the student instruction.

With increased vocational skill and the resulting improvement in economic conditions, a problem of paramount importance has arisen as to the right use of leisure time. The history of civilization has been a series of progress and decadence, and in every case the decadent conditions have been brought about by the fact that men and women have not known how to use aright the leisure time that the improved conditions had brought them, and this being true, it is important that the rising generation be taught to use its leisure time aright.

Amusement is a paramount educational factor in the lives of most people, and it is for this reason that it is extremely important that it be of the kind to develop correct mental and moral ideals and habits. The kind of amusement people enjoy is not only the best possible index of what they are, but such amusement has very much to do in making them what they are. We are seeking to direct the amusement of the children into channels that will be conducive to the inculcation of correct ideals and habits.

An appreciation of the excellencies of architecture has a practical as well as a cultural value in that it enables us to construct our residences, churches, and other buildings with a view to artistic harmony. Beautiful homes have a wholesome effect on the tone of the people.

It is true in music as in art that relatively few will ever attain a high degree of skill, but opportunity should be given to develop skill in all who have the talent.

The inculcation of faith in God is one of the most important aims in education. By faith we mean the laying hold of the promises contained in His Book. It is not possible to teach religion in the schools, but the lives of the teachers and the tone of the schools should be such as to inculcate in the minds and hearts of the children a reverence for God.

The most important office in either county or state is that of county superintendent. They have the inestimable privilege and grave responsibility of being near enough to the rural teacher and the rural child to inspire, direct and counsel them to higher, better, nobler things.—M. M. Guhin, Pierre, South Dakota.

WHO'S WHO AND WHAT THEY DO

RICHARD DAY ALLEN, director of research and guidance for Providence, R.I., schools, with evening lectures in Brown University, is also to be a week-end lecturer at the Harvard Graduate School. As these opportunities suggest, he is one of the foremost men in the country in both the science and art of vocational guidance. He took charge of the guidance work in Providence in 1917, and has assisted thousands of school boys and girls into work which they could do profitably and enjoyably. His function has been to provide a straight steering-course through school and ultimately life for the myriad pupils whose studies and ambitions have been rather aimlessly applied. By studying their individual differences he has found it possible in many cases not only to enable them to make the most of their schooling, but to develop talents which stand them in good stead in later life. One of the results of his labors has been to increase the attendance and interest in the high schools of the city.

WALTER H. BROWN, director of the Child Health Demonstration at Marion County, Oregon, has had long experience in public health work. He is a graduate of Jefferson Medical College, and after seven years in general practice in Bucks County, Pennsylvania, took up post-graduate work at the Harvard Technology School for Public Health Officers. From 1914 to 1916 he served as epidemiologist for the Massachusetts State Department of Health. He was health officer at Bridgeport, Connecticut; was associate director of health service for the American Red Cross at headquarters in Washington; and was affiliated with the Commission for the Prevention of Tuberculosis in France under the Rockefeller Foundation. Three years ago he became director of the Child Health Demonstration at Mansfield, Ohio, when it was first established by the American Red Cross to show what a typical American community should do for the health of its children. From Mansfield he has gone to Salem, Oregon.

HIRAM HADLEY, who died December 3, 1922, at his home at Mesilla Park, New Mexico, at the age of eighty-nine, had been state superintendent of New Mexico, and first president of the New Mexico State Agricultural College. From 1887 to 1922 Mr. Hadley was an educational leader in New Mexico. Prior to his life there he had been a leader in progressive education as principal of academies, as promoter of educational organizations, institutions, and publications, and in writing, publishing and promoting the sale of educational books of advanced subject methods in Indiana. It was our pleasure to have known Mr. Hadley in all of his New Mexico life, more intimately probably than any one who has never lived in New Mexico. As early as 1883-1886 as secretary of the "New West Commission," one of the societies of the Congregational Churches of America, I became identified with educational activities of New Mexico, so that when Mr. Hadley went there in 1887 I was much interested in his educational activities. I have been in the state often for lecturing in state institutions, in cities, and at the State Association, and Mr. Hadley was always an enthusiastic friend. Professor C. Frank Allen, 88 Montview Park, West Roxbury, Mass., son-in-law of Mr. Hadley, has issued a delightful biography, "Hiram Hadley," which is a good history of education in Indiana and New Mexico.

ELLIOT ROWLAND DOWNING, School of Education, University of Chicago, is making a notable contribution to the teaching of the latest in science in the best way. His "Our Physical World" (University of Chicago Press) is the most adequate attempt we have seen to rescue nature study from the tragic miring in Junior High School and High School years after its delightful start in the "Project Method" in the first six grades. We think Professor Downing has discovered how to save "Projects" from the "slough of despond," in which they have so generally been mired as soon as boys, especially, reach the adolescent stage. True, one swallow does not make a summer, and one book, however brilliant, does not make a career, but if Downing can keep the pace, if he can make the study of "Our Physical World" a continuous delight for boys through the Junior High School his name will have a large place on the scroll of professional service of this day and age.

M. M. GUHIN, retiring from the state supervising force of South Dakota. He has been one of the strong factors in the great achievement of State Superintendent Fred L. Shaw's administration. His final bulletin breathes the same spirit that has characterized his leadership in rural schools for five years.

RICHARD A. SEARING, secretary of the New York State Teachers' Association for more than a quarter of a century, has been re-elected by a unanimous vote. When he first served the Association the membership was 573 and the annual budget $4,000. The past year the budget was $47,000 and the receipts therefor $51,870 with a membership of 29,595. He was principal of an elementary school in Rochester, then principal of the City Normal School until 1904, when he became superintendent of North Tonawanda, where he remained until 1920, when he was chosen to devote his whole time to the executive secretaryship of the State Association, which has increased its membership from 8,000 to near 30,000. The headquarters of the State Association are in Rochester.

MUSIC AND THE FOREIGN BORN

FROM DR. A. E. WINSHIP'S BOOK REVIEW IN THE DECEMBER ISSUE OF THE NEW ENGLAND JOURNAL OF EDUCATION:

"It is interesting that as we were studying these Folk Song Books* preparatory to writing this notice, we received the notice of the David Starr Jordan Plan for World Amity through World Education, which won the $25,000 prize given by Raphael Herman through the World Federation, of which Dr. Augustus O. Thomas, of Maine, is President, and we cannot resist the temptation to emphasize the opportunity for the schools to work constructively for World Amity and understanding through Music, which is also the crux of the problem of American Citizenship, the toning up of the foreigner of today into the American of tomorrow. The Spirit of any people is expressed in their Folk Songs. To know their Folk Songs is to sense the heart of the people. Music is the one Universal language. It is quite a coincidence that we have in hand these two Folk Song Books with songs from fifty different racial groups, a significant accomplishment, as we read Dr. Jordan's $25,000 Prize Plan for World Education."

"All that your announcement stated of the contents of FOLK SONGS AND ART SONGS—distinct racial characteristics; charm in melody and rhythm, no unreasonable difficulties—are all true and leave unsaid one greatest factor:—the fine contrapuntal songs, so greatly needed, and so lacking in other collections. I anticipate great pleasure in the use of the books." —Stella R. Root, St. Cloud, Minn.

"FOLK SONGS AND ART SONGS deserve the highest place among school song books. The melodies are bright and attractive. The range is easy for children's voices; and more than that, an abundance of the songs contain moral lessons. These song books are just what our children need to help them to get acquainted with the works of the good old masters as well as with those of our best modern composers, and also make them familiar with the beautiful and classical songs."—Sister Francis Anthony, Indianapolis, Ind.

"I wish every school contemplating giving any kind of folk song or all nations carnival could know that such a work is to be had. FOLK SONGS AND ART SONGS is a veritable gold mine of folk music."—James McIlroy, McKeesport, Penna.

*FOLK SONGS AND ART SONGS M. Teresa Armitage	Book I, 5th grade, 65c list; Book II, 6th grade, 78c list
JUNIOR LAUREL SONGS M. Teresa Armitage	$1.00 list

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THE BAYARD TAYLOR CENTENARY (1825-1925)

CHARLES WILLIAM HEATHCOTE, PH.D.
State Normal School, West Chester, Pennsylvania

Bayard Taylor, one of the most typical and prolific of American authors and poets, was born at Kennett Square, Chester County, Pennsylvania, on January 11, 1825. He was born of prosperous and thrifty parentage. His father was an industrious and capable farmer.

He received most of his education in the old academies at West Chester and Unionville. He learned the printing business by serving an apprenticeship in the office of the Village Record, which was published in West Chester.

His first book, a little volume of poetry, entitled "Ximena, or the Battle of the Sierra Morena," was published in 1844.

Shortly after this Taylor sailed for Europe, where he spent two years in travel in England, France, Germany, and Italy. As a result of this trip he published his book "Views Afoot," which was well received and gave him recognition in the literary world of the time. His literary ability was recognized by Horace Greeley of the New York Tribune, who gave Taylor a position on his staff.

During the gold rush period Bayard Taylor was sent to California as correspondent for the Tribune. He returned home by way of Mexico. In 1850 he published an account of his travels entitled "Eldorado, or Adventures in the Path of Empire." In a short time ten thousand copies were sold in America and thirty thousand in Great Britain.

From his earliest boyhood days he had an ambition to visit the Orient, and in 1851 he had his desire realized by a visit to Egypt. Later, he returned to England, and in 1852 he sailed to Calcutta, where he joined the expedition of Commander Perry to Japan. He returned to America in 1854, when he wrote much on his travels and also lectured extensively throughout the United States.

In 1856 Taylor went to northern Europe to study Swedish life and literature. His well known book, entitled "Northern Travel," embodied the results of his trip.

By this time he was recognized as a brilliant man of letters at home and abroad. In 1859 he was invited to lecture in San Francisco and afterwards revisited the gold region.

His Government recognized his broad world, international experience and literary ability and appointed him Charge d'Affaires of the United States Legation at St. Petersburg in 1863. He returned to America in 1864 and resumed his literary work. It was then he wrote "Hannah Thurston," the first of his novels. "The Story of Kennett" followed in 1866, which he wrote at his beautiful home "Cedarcroft," near Kennett Square, which he loved so well.

In the spring of 1878 he was made United States Minister to Berlin. He was fond of the German classics, and between his close attention to diplomatic affairs and earnest literary activities, his health broke down, and he died in the prime of his life, December 19, 1878. Bayard Taylor was buried at Longwood Cemetery, near Longwood Meeting House, in the midst of the country which he loved so well. Here he rests, and a simple monument marks his last resting place, but his books and writing will live for ever.

"The Story of Kennett," which deals with beautiful and historic Chester County, is one of the best of all American novels. It represents a type of American life which we need to keep before us continually, namely the active, industrious and thrifty. The beautiful pastoral life, wholesome and clean, is inspiring. The plot is simple, and that makes it great, as the unusual is not dwelt upon. A deep religious idealism pervades the entire book.

His lofty idealism is also expressed in his poems, which is beautifully typified in the one "To John Greenleaf Whittier":—

"Through many years my heart goes back
Through checkered years of loss and gain
To that fair landmark on its track,
When first, beside the Merrimack,
Upon thy cottage roof I heard the autumn rain.

"A hand that welcomed and that cheered
To one unknown didst thou extend;
Thou gavest hope to song that feared,
But now, by Time and Faith endeared,
I claim the sacred right to call the Poet Friend.

"However, Life the stream may strain,
From thy pure fountain drank my youth
The simple creed, the Faith, humane,
In Good that never can be slain,
The prayer for Inward Light, the search for Outward Truth.

"Like thee, I see at last prevail
The sleepless soul, that looks above;
I hear, far off, the hymns that hail
The Victor, clad in heavenly mail,
Whose only weapons are the eyes and voice of Love.

"Take, then, these olive leaves from me,
To mingle with thy brighter bays,
Some balm of peace and purity
In them may faintly breathe of thee;
And take the grateful love wherein I hide my praise."

What the best and wisest parent wants for his own child, that must a community want for all its children.—John Dewey.

GET THE BEST FROM OTHERS

The slogan of the Cleveland Heights, Ohio, high school is "Get the Best From Others," and the "Student Council" sends students to various high schools, and they report to the entire school. One week recently they visited Lakewood High, Canton, McKinley, and Akron Central. Here are some of the things on which they reported:—

School grounds and walks are free from paper and refuse. The "Student Council" maintains a "lost and found" desk in the main corridor. Every locker has a lock on it, and lockers are inspected daily by the Student Council. Students of the cooking classes serve food in the cafeteria so that prices are more reasonable than ours.

The majority of the students carry work in the technical department which includes for boys, machine shop, foundry, wood-working, acetylene welding, printing, auto mechanics, sheet metal and mechanical and architectural drawing. For the girls there are classes in millinery, dressmaking, arts and crafts, designing and elementary drawing, cooking and household management and home nursing. They operate a model flat to get actual practice in solving household problems. The school day runs from 8.30 to 3.34. There are nine 45-minute periods. Assemblies are conducted by student organizations and occur twice a week. Assembly periods are thirty minutes long. In a school of over two thousand pupils tardiness averages about five cases per day. Home rooms compete for punctuality and attendance prizes which are awarded each month.

Music instruction includes classes on regular school time in chorus, harmony, glee club, orchestra, appreciation and band. A "concentration" study hall is maintained for pupils who work without faculty supervision. All students eat in the school cafeteria. Lunch periods are thirty minutes. Any student may belong to two major activities or three minor, only.

The Student Council inspects the classrooms weekly and grades them in neatness, conduct and attendance. Music is fostered especially and the school maintains very large glee clubs and orchestra and a most excellent band. The boys' glee club includes seventy members. Student organizations meet on school time from 8.15 to 8.45. Three-fourths of the assemblies are put on by students.

The Student Council of Cleveland Heights high school adopted this visitation plan because manufacturers and business men long ago learned the wisdom of scouting other concerns. Successful athletic coaches know in advance the kind of plays their opponents are going to use. Progressive teachers attend summer school in order to learn up-to-date methods. Every live, going institution owes much of its success to the inspiration of visiting other similar concerns.

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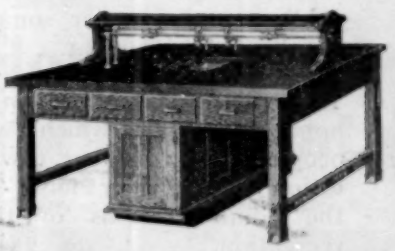

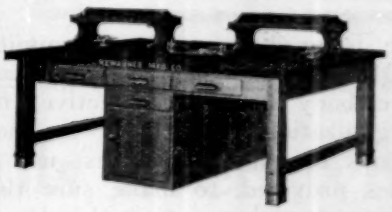

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COMMUNITY RECREATION

The following fundamentals were issued by the Playground and Recreation Association of America, Joseph Lee, Boston, president:—

1. That in nearly every community with a population of 8,000 or more, there is need of a man or a woman who shall give full time to thinking, planning and working for the best possible use of the leisure hours of men, women and children.

2. That community leisure time programs should continue throughout the entire twelve months of the year.

3. That it is the responsibility of the entire community to maintain recreation opportunity for all the citizens and that there ought, therefore, to be, as early as possible, support of the recreation program through public taxation under some department of the local government.

4. That there should be in every state a home rule bill which will permit the people of any city or town to make provision under their local government for the administrations of their community recreation.

5. That there is need in every community, even though the municipal recreation administrative body be most effective, for private organization of citizens in their neighborhoods to make the fullest use of the facilities provided, to make sure that what is being done is meeting the deeper needs of the people of the neighborhood.

6. That the emphasis ought to be not only on maintaining certain activities on playgrounds and in recreation centres but also and definitely on the training of the entire people in leisure time activities, so that within the home, in the church and throughout all natural, human relationships there shall be the best opportunity for wholesome good times.

7. That the purpose in training children and young people in the right use of leisure ought not to be merely to fill up the idle hours but also to create an active, energetic, happy citizenship.

8. That even though the beginning of a city or town recreation program be children's playgrounds, other features ought to be added progressively from year to year until music, dramatic activities and discussion of public questions, training for more intellectual uses of spare time, and other valuable activities have been included, so that all ages and all kinds of people may find vital interest.

9. That every boy and every girl in America ought to be trained to know well a certain limited number of games for use outdoors and indoors, so that there will never be occasion for any boy or any girl to say that he cannot think of anything to do.

10. That most boys and girls should be taught a few simple songs, so that, if they wish, they may sing as they work or play.

11. That all employed boys and girls should have opportunity in their free hours to enjoy companionship and wholesome social life.

12. That through the community recreation program every boy and girl should come to appreciate the beautiful in life.

13. That adults, through music, drama, games, athletics, social activities, community and special day celebrations, should find in their common interests the opportunity for a common community service.

14. That every new school built ought to have a certain minimum amount of space around it provided for the play of the children.

15. That nearly every new school building ought to have an auditorium preferably on the ground floor and should be so constructed that it is suited for community uses.

16. That if a suitable meeting place for community groups is not available in the schools or elsewhere, a community building should be provided through community effort.

17. That each child, under ten years of age, living in a city or town should be given an opportunity to play upon a public playground without going more than one-quarter mile from home.

18. That every community should provide space in sufficient area for the boys of the community to play baseball and football.

19. That every community should provide opportunity for the boys and girls to swim in summer and, as far as possible, to skate and coast in winter.

20. That every boy and every girl ought to have opportunity, either on his own home grounds or on land provided by the municipality, to have a small garden where he may watch the growth of plants, springing up from seeds which he has planted.

21. That in new real estate developments of five acres or more, not less than one-tenth of the space should be set aside to be used for play just as part of the land is set aside for streets.

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A STUDY IN SALARIES

BYRON COSBY

Teachers College, Kirksville, Mo.

The teacher is always interested in the question of salary. Does the teaching profession offer financial rewards sufficient to meet the ordinary requirements of life? Can I afford to invest time and money in preparation for teaching? What will it offer in the future? Are salaries changing, and if so in what direction and at what rate? The Northeast Missouri State Teachers College maintains a teacher-placing bureau, which bureau has been under the same management for several years. Any student who has matriculated with the college may enroll with the bureau upon the payment of one dollar. No commission is charged for securing a place. Nearly all students who are planning to teach and do not have a place enroll with the bureau. Under the regulations of certification a certificate or diploma is issued at the completion of thirty, sixty, ninety and one hundred and twenty semester hours of college credit. The completion of one hundred twenty semester hours of college work entitles the student to the Bachelor of Science degree in education; a standard college degree. With this explanation the following table is submitted without comment.

The year	30 semester hours of college credit average salary	60 semester hours of college credit average salary	90 semester hours of college credit average salary	B. S. degree average salary
1916	$400	$450	$675	$840
1917	540	585	720	900
1918	645	675	877	1,055
1919	657	847	1,044	1,452
1920	890	1,350	1,500	1,942
1921	943	1,226	1,425	1,700
1922	1,012	1,114	1,417	1,757
1923	1,020	1,126	1,324	1,749
1924	829	1,023	1,319	1,599

The year	Total number placed	Average salary	Total salary
1916	165	$548	$90.470
1917	200	675	135.000
1918	226	739	167.058
1919	232	962	222.380
1920	289	1,184	342.000
1921	283	1,203	340.338
1922	201	1,205	242.261
1923	207	1,277	264.463
1924	177	1,259	222.855

Community psychology is infinitely more to each individual in the community than individual psychology is to any individual in the community.

PLATOON SCHOOL

["The Platoon School: A Study of the Adaptation of the Elementary School Organization to the Curriculum." By Charles L. Spain, Ph.D., deputy superintendent, Detroit. New York: The Macmillan Company.]

Detroit has made as great a contribution to American education, professionally and economically, as has been made by any city in many a day. William Wirt of Gary had the vision and would have had the credit had Gary been as large as Detroit, and had he not jeopardized the vision by the unfortunate New York City venture at a time when it was inevitable that party politics could use traditional prejudices to its disadvantage.

Frank Cody of Detroit is the one man whom we know who combines all the personal and professional qualifications necessary for a successful educational adventure in a large city. Common sense rules and reigns in all of his thinking, professional and economic. He has no preconceived notions that thrust themselves across the pathway of progress at the wrong time. He is not the disciple of any founder of a school of thought, who must be consulted before he can venture anything. He is one hundred per cent. business educationally, professionally and civically.

Detroit was skilfully prepared for just such a venture, and the name, "Platoon School," crystallized professional devotion and public imagination at the right time, in the right way, in the right place. It could not have been launched anywhere but in Detroit, nor there at any other time, by any other name, by any other superintendent, and Dr. Spain is just the man to tell the whole story truthfully, inspiringly, and fascinatingly.

This is the one book that it will be an administrative crime for any school administrator, teacher of education, or student of education not to know thoroughly.

Dr. Spain has made a history of educational building which is of inestimable service entirely apart from the "Platoon School." No study of American education can be complete without this presentation of Dr. Spain whether one is interested in the "Platoon School" or not.

The International Typographical Union announces that its recently organized Board of Education will inaugurate a new correspondence course in the printing arts. The course will include not merely the technical operations of the printing craft but instruction in English, punctuation, art as related to printing, and advertising composition. The announcement wisely adds: "Employers do not object to paying good wages to good printers, but they complain against good wages for incompetent men. The same applies in any other trade. It is our ambition to light the way for other trades in this problem of education."

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

PATHS TO SUCCESS. Sixteen Essays on Secondary School Subjects specially written by eminent educators of America. Edited by Harold Garnet Black, Los Angeles. Cloth. 304 pages. Boston, New York, Chicago: D. C. Heath and Company.

Here are fifteen really great contributions to education such as one rarely finds in one book. William Allan Neilson, president of Smith College; Andrew Fleming West, of Princeton University; John Driscoll Fitz-Gerald, University of Illinois; James Henry Breasted, University of Chicago; William Bennett Munro, Harvard; Thomas Nixon Carver, Harvard; George William Myers, University of Chicago; Robert Andrews Millikin, California Institute of Technology; Joel Henry Hildebrand, University of California; Lorande Loss Woodruff, Yale University; Roscoe Wilfred Thatcher, New York Agricultural Experiment Station; Arthur Lincoln Frothingham, Princeton University; Charles Henry Mills, University of Wisconsin; James Parton Haney, New York City public schools; Frederick George Nichols, Harvard University, and David Snedden, Columbia University.

These notable articles are focused for secondary school students and teachers. They surely point the way to "Paths of Success."

SOCIAL USAGE IN AMERICA. By Margaret Wade, Washington Society Department of the New York Times. New York: Thomas Y. Crowell Company.

For many reasons this is an exceptionally valuable book on Manners and Morals. Miss Wade does not assume that these 365 pages—a page a day for a full year—is a book on Morals as well as on Manners, but as we have reveled in its pages we are impressed with the fact that as she treats Manners they tend to Morals as well.

One high school in the United States has a Department in Cosmetics. It is not so designated, but that is what it is, for the Dean of the department says that she thinks it is as important that a high school girl knows how to be attractive and not to be too attractive as to know that she should not split the infinitive.

President Washington devoted much time in the first months of his administration to establish good manners in the social-official life of the government in inter-official life and in the relation of representatives of other governments to our government and our relation to them, and in 137 years there has been no occasion to modify his good manners appreciably. The Constitution has been amended many times and there have been modifications of everything except to social behavior of official Washington, thanks to the wise attention which he gave the subject in the early months of his official leadership.

"Social Usage in America," because Margaret Wade wrote it, is the code of social honor, so to speak. It takes precedence of all other books of the kind, we assume. Hence we quote from it extensively:—

"In the matter of introductions the man is always presented to the woman, the younger to the older person, the student or novice to the established member of the social order.

"The introduction should be: 'May I present?' etc.

"No one should seek an introduction.

"The unpardonable sin is bad table manners.

"Never leave a spoon in a cup. Never take bread with a fork. Never put food in the mouth with a knife. Never hold the fork between the fingers. Never take lumps of sugar with your fingers. Eggs should be eaten in the shell. Never use a knife when the fork is in order. Eat soup noiselessly or not at all. Help yourself to nothing before the soup is served. One should never decline the main dish. Asparagus may be taken with the fingers. Never put the napkin tip in the finger bowl. Never fold the napkin except at the family table. A napkin ring is out of date."

These suggestions are indicative of the advice regarding Calls, Etiquette of the Home, Dress, Speech, Correspondence, Visits, Clubs, etc.

SOME OBSERVATIONS ON SECONDARY COMMERCIAL EDUCATION. By Arnon Wallace Welch. Cloth. 208 pages. New York, Chicago, San Francisco, and Boston: The Gregg Publishing Company.

Without assuming to pass critical judgment upon the author's professional criticism of the commercial work of each year in Junior and Senior high schools, we say without any muffler on our observations that the first fifty pages of Mr. Welch's "Observations" are most refreshing. His thirty-five pages on "Surveys" are genuinely brilliant, not critically brilliant as was the article on "The Educational Review" some time ago by State Commissioner E. W. Butterfield, of Concord, N. H., but as sane and fair as anything we have seen. "Whenever any one wishes to start something he makes a survey. Then in due time and with requisite formality he presents bulletins, syllabi, charts, 'data,' all of which he calls evidence or proof, and presto, there's the answer—'Just as I have always believed it was.' . . . It makes a great deal of difference whether or not the investigator has the 'scientific attitude,' that is, whether he is really seeking truth, willing to accept the facts as he finds them, or whether he is starting out on an expedition to secure some plausible data for supporting pre-conceived ideas, thus hopelessly biased at the start."

Mr. Welch treats all commercial subjects, all business situations with the "scientific attitude." "Facts have only relative values. It is the interpretation of facts that is important, because it is upon interpretation that constructive action is predicated."

Is this the age of science or the age of survey? We find it exceedingly wholesome and not at all uninteresting to read Mr. Welch's "Observations on Secondary Commercial Education."

OPEN GATES. A Book of Poems for Boys and Girls of Junior High School Age. Compiled and edited by Susan Thompson Spaulding and Francis True Spaulding. Cloth. Attractively bound. 384 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Junior High School students in America in this day greatly need to be trapped by attractive presentation of good literature, for there are all sorts of trappings for spending time reading things that pass in a day. One difference between the good things of other days and this day is that authors created characters that are eternal, while the popular features of to-day are gone tomorrow.

"Paul Revere's Ride," "Barbara Frietchie," "Sheridan's Ride," "The Charge of the Light Brigade," "The Loss of

the Royal George," "Old Ironsides," "Lochinvar," "The Lady of Shalott," "Sir Galahad," "Tam o' Shanter," "O Captain, My Captain," "I Have a Rendezvous With Death," "In Flanders Field," "Recessional," "Pippa Passes," "Skipper Irason's Ride," "The Deacon's Masterpiece," "Meg Merrilies," "Auld Lang Syne," "The Last Leaf," "Annabel Lee," "Sally in Our Alley," "Maud Muller," "John Anderson, My Joe," "Crossing the Bar," "To the Fringed Gentian," "To a Waterfowl," "The Old Clock on the Stairs," "Abou Ben Adhem," "A Psalm of Life," "The Village Blacksmith," "For A' That, and A' That," "A Lost Chord," "The Bells," "The Chambered Nautilus."

In "Open Gates" there are more than two hundred bits of verse, by more than eighty poets, that all well-read people have known and loved, and there are "within these gates" several selections that every Junior High School student would genuinely love, would keep in the storehouse of the mind if he was well exposed to it. "Open Gates" is a charming exposure to a variety of literary temptations.

PSYCHOLOGICAL TESTS IN BUSINESS. By A. W. Koenhauser and F. A. Kingsbury. Cloth. 195 pages. Chicago: The University of Chicago Press.

Every new book that comes from Chicago University is so convincing as to make a deep and abiding impression, which is especially impressive in the case of "Psychological Tests in Business." While it is emphatic and optimistic when it speaks of substituting understanding and control for prejudices and guess work, it has no delusions when it weighs and measures results, when it suggests a muffler on extravagant claims without scientific basis. It puts pressure on cautious retardation instead of on propaganda acceleration, which gives one confidence in everything the authors are ready to claim. The authors say frankly what is most apparent, that a too enthusiastic attitude toward tests is bound, in the long run, to bring an unfavorable reaction. "In some quarters it has already done so. At present it is fully as important to emphasize limitations and shortcomings of tests as to speak in glowing terms of their possibilities." The authors also say in no halting terms that since these tests are scientific instruments, the work should be supervised by someone with thorough training in applied psychology.

Very few large business concerns are making extensive use of psychological tests and only very few have undertaken these tests in any really serious, persistent, scientific fashion. This book is likely to be of much service in the promotion of wise use of psychological tests in business.

EDUCATIONAL SUPERVISION. By Charles Edgar Scott, A. M., Normal School, Dickinson, N. D. Milwaukee: The Bruce Publishing Company.

There has been a genuine need of such a book as Professor Scott of the State Normal School of Dickinson, N. D., has prepared on "Educational Supervision." Much has been written on the subject, often by men of experience and by men who write well, but somehow the impression one gets in these books is, the publisher wants a book of a given number of pages to fit a desired price, and the result is that there seems less discrimination in writing upon this subject than upon any other phase of education.

Charles Edgar Scott gives in a few sentences the cream of the various books, quotes them where they fit, and really magnifies the real value of some twenty-five writers most serviceably, but the chief significance of Scott's work is the clearness of his interpretation of professional supervision as distinct from administrative supervision, or what he styles "school management." The key to his wholesomeness is in the statement that the success of supervision will depend upon the ability of the supervisor to reach and to teach the teachers through stimulating leadership, which, in turn, rests upon his personal and professional fitness for the task. "Personal fitness involves native intelligence, common sense, initiative, good will, patience and industry.' This is as much as one often finds said with eleven words. It is characteristic of Mr. Scott's style.

DRESS AND LOOK SLENDER. By Jane Warren Wells. Cloth. Illustrated. Scranton, Pa.: Personal Arts Company.

Here is a woman's book by a woman, who evidently knows how to be of service to women, almost without money and without price. We are assured that this is the first and only book ever published bringing to women the subtle secrets of dressing to "look" taller, more slender, more graceful and thirty to forty pounds lighter than they really are. They tell us that to overweight women the vogue of slenderness has been a baffling problem. They have felt that they must actually reduce to be stylish and they have resorted to every known device in the attempt, often with distressing experiences in the effort and with injurious effects upon the health. In this unique book Mrs. Wells reveals the secret of how she successfully camouflaged her weight. Many magic principles of "optical illusion" are presented by means of a series of remarkable pictures. Altogether there are more than 100 illustrations.

UN VIAJE POR ESPANA. A Textbook for Spanish Composition. By Charles C. Ayer, Ph. D., Professor of Romance Languages, and Edwin B. Place, Ph. D., Associate Professor of Romance Languages, University of Colorado. New York: Alfred A. Knopf, Inc. Cloth 122 pages. Price, $1.00.

The "Borzoi" trade-mark of Alfred A. Knopf has been a significant feature of American publishing for some years, but it is only recently that Mr. Knopf has entered the textbook field. The "Borzoi Spanish Texts" had their inception a year ago in the publication of Espinosa's excellent edition of "El Gran Galeoto," by Echegaray. To the series has now been added this new Spanish composition book by Professors Ayer and Place, of the University of Colorado. The book contains twenty lessons of graduated difficulty and is suitable for use in second-year college or in second or third-year high school classes. The material deals not only with the practical details of everyday life in Spain, such as traveling by railroad and street car, shopping, etc., but also with Spanish art and architecture, painting, music, the drama, etc. The model texts are written in real Spanish, and the oral and written exercises based upon them give plenty of practice of a progressive sort. Spanish-English and English-Spanish vocabularies are included.

It will be of interest to modern language teachers to know that the textbook department of A. A. Knopf is under the direction of Paul B. Thomas, a son of the late Professor Calvin Thomas, revered by all who came into contact with him.

BOOKS RECEIVED

"Forty-Minute Plays From Shakespeare." By Fred G. Barker.—"A Kentucky Cardinal and Aftermath." By James Lane Allen. New York: The Macmillan Company.

"Content and Methods of the Industrial Arts." By Samuel J. Vaughn and Arthur B. Mays. Price, $2.00. New York: The Century Company.

"Educational Supervision." By Charles Edgar Scott. Price, $1.00. Milwaukee: The Bruce Publishing Company.

"Prayers for Girls." By Elisabeth Robinson Scovil. Philadelphia: Henry Altemus Company.

"Educational Jottings Abroad." By Raymond Walters. Lancaster, Pa.: The Science Press.

"The Project Method in Geography." By Helen M. Ganey. Price, 50 cents. The Plymouth Press.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The Legislature of the Philippine Islands has voted a survey of the schools of the Philippine Islands. Dr. Paul Monroe, director of International Institute, Teachers College, is chairman and director of the inquiry. Other members of the Survey Commision are Dr. Tavera of Manila and Dr. Henry Suzzallo, president of the University of Washington. The investigation of financial administration will be made by Dr. Carter Alexander, who was formerly Assistant Superintendent of Schools in Wisconsin and is now Professor of Education in Teachers College. Health education and physical education is to be investigated by Dr. Jesse F. Williams, Professor in Teachers College. An inquiry into universities, higher and private schools will be taken by Dr Stephen S. Duggan, director of the Institute of International Education (Carnegie Foundation). The study of the high schools is to be handled by Professor George S. Counts, of Yale University. An investigation into primary education and language teaching is in charge of Miss Mary E. Pennell, Assistant Superintendent of Schools, Kansas City, Missouri. Dr. Frederick P. Bonser is in charge of the investigation into elementary schools and industrial education. Dr. Lester M. Eilson, who has been engaged in a survey of the schools of Mexico, is also a member of the Inquiry Staff, engaged in teacher-training phases. As also is Dr. Harold I. Rugg, Educational Psychologist of the Lincoln School connected with Teachers College. Dr. Rugg is to have charge of tests and measurements.

A study of "General Practice in Kindergartens in the United States" is being made under the Department of Kindergarten Education of the National Education Association and with the authorization of the executive committee of that organization. The two means being used to determine what constitutes "General Practice in Kindergartens" are stenographic reports of full kindergarten sessions, and returns from a questionnaire sent through superintendents to a large number of kindergartens throughout the country. Every effort has been made to have these reports represent public, private and normal school demonstration kindergartens in each state and the response has been most generous.

Miss E. Ruth Pyrtle has been appointed a member of the national committee on character education by the president of the National Education Association, Superintendent J. H. Newlon of Denver, Colorado.

President Newlon regards the work of this committee as important as any in the whole field of education.

The Department of Kindergarten Education is making a valuable survey of the work of kindergartens throughout the United States. Miss Mary Dabney Davis, chairman of the committee, is studying at Columbia University and has thus been able to secure advice and assistance from specialists in kindergarten, primary, and research work. She has also received help from N. E. A., the headquarters' division of classroom service.

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Charles W. Farr, Senior Cook County Country Life Director, died on January 8, after a brief illness with pneumonia. The Journal of Education has had two appreciative editorial references to him within a year. He was a most unusual man with an unrivaled experience in country school activities.

The New York Board of Examiners has announced that 433 women and 211 men have applied to take the examination, February 12 and 13, for license as assistant to principal in elementary schools. The eligible lists will be restricted to about the number likely to be required to fill vacancies in the period of three years which is the statutory life of the lists.

Columbia College has appointed Dr. Samuel F. Trelease as associate professor of botany. He will be assigned to the development of a plan for research in co-operation with the New York Botanical Garden which is now seeking to increase its endowment $7,000,000.

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By BERTHA B. and ERNEST COBB

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The American Home Economics Association offers a prize of $50 to the person submitting the best design for an emblem of the Association, to be used on the cover of the Journal of Home Economics, and on the stationery, programs, badges, and pins of the Association and its affiliated organizations. For particulars, address Harriet Goldstein, University of Minnesota.

John D. Rockefeller, Jr., has given $1,600,000 for the restoration of the library of the Imperial University of Tokio, destroyed by the great earthquake and fire of 1923. Nearly the entire collection of 800,000 volumes was destroyed. No conditions are attached to this generous gift. It may be used either for a building or for the purchase of books.

Hereafter the tuition of all new students under the Harvard Faculty of Arts and Sciences and in the Harvard Engineering School will be $300 instead of $250.

All scholarships and fellowships awarded to students paying the increased fee in Harvard College, the Engineering School and the Graduate School of Arts and Sciences, and paid from funds in the hands of the University, are to be increased $50 each.

The New York Board of Education, in co-operation with the State Department of Education, is committed to a program of enrolling 70,000 pupils in the continuation schools of the city by the end of the year 1925. At present there are about 45,000 children in the continuation schools. The budget for 1925 makes provision for opening five new continuation schools next year.

Walter L. Phillips, superintendent of Delaware County, Pennsylvania, has been elected superintendent of the city of West Chester till July, 1930. His salary will be $5,000 till July, 1926, after which time it will be $5,500. He is a native of Chester County, a graduate of the West Chester State Normal School and LaFayette College. He taught in West Chester several years ago, was principal in Lansdowne for sixteen years, until elected as assistant county superintendent of Delaware County and later succeeded to the county superintendency. He has always been intimately acquainted with the affairs of West Chester and his election gives much satisfaction, especially in Normal School circles.

The gifts to Columbia University corporation last year amounted to $2,320,273, one twenty-seventh of all it has received in thirty-five years—$60,577,959.

Bartlett Hall, Iowa State Teachers College, Cedar Falls, has cost $475,000, has rooms for more than 500 girls, and serves more than 2,000 meals daily in the dining room and cafeteria. All honor to President Homer H. Seerley, the dean of State Teachers College presidents.

The teachers of New York are asking the legislature to provide funds for a twenty per cent. increase in salaries. If granted, this increase will cost the city about $20,000,000.

William B. Ittner, architect, St. Louis, is to have an exhibition on school buildings during the convention of the Department of Superintendence in Cincinnati, February 21-28. The exhibit will be hung in the Music Hall. It will consist of water color sketches, drawings, photographs, plan studies, models and cost charts of recently constructed schools.

During the past year 202 boys were added to the Boston Council, Boy Scouts of America. The total number now enrolled is 2,739.

Professor T. N. Carver, of Harvard, makes the following significant declaration: "The general economic policies of this country come more nearly to conforming to a sound economic program than do those of any other government on the face of the earth. That is why we are achieving so much more in the way of prosperity for all classes than any other country is achieving."

Miss Jessie Gray, a teacher in the Philadelphia Normal School, is the first woman to be elected president of the Pennsylvania State Education Association. Miss Gray was born in London but was brought to the United States as a young child. She attended the Alexander Henry Public School, the Philadelphia High School for Girls and the Philadelphia Normal School. Following her graduation from the latter, she was appointed a teacher in the John Marshall Public School, Frankford. She remained there until she became an instructor in the Normal School, more than ten years ago.

Henry E. Hartman has been appointed to the French faculty of the School of Business Administration of Boston University.

The executive committee of the Brooklyn Teachers Association has voted approval of the child labor amendment now before the State Legislature for ratification.

MEETINGS TO BE HELD

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

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